MEASURE N COMMISSION
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To Board of Education

From Measure N Commission
Jason Gumataotao, Chairperson
Louise Waters, Vice Chair
Whitney Dwyer, Secretary
Emma Paulino, Member
James Harris, Member

Board Meeting Date May 4, 2021

Subject 2021-2022 Measure N Education Improvement Plan – REVISED
Services for: Envision Academy of Arts & Technology

Action Requested and Recommendation Adoption by the Board of Education of Envision Academy of Arts & Technology proposed 2021-2022 Education Improvement Plan and Budget – REVISED 4-26-21.

Background
(Why do we need these services? Why have you selected this vendor?)

Adoption by the Board of Education of Envision Academy proposed 2021-2022 Education Improvement Plan and Budget.

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- Measure N Education Improvement Plan – REVISED 4-26-21

2021-2022 MEASURE N BUDGET

School: ENVISION ACADEMY OF ARTS & TECHNOLOGY

REVISED 4/26/21

Resource	*Allocation*	*Total Expended*	*Total Remaining*
Measure N	$255,000.00	$255,000.00	$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
1	Alison Kreider will provide content expertise and instructional coaching to support teachers in implementing the essential curriculum, analyzing formative assessment data, and conducting staff development for enhancing teaching strategies with the goal of ensuring that every teacher is delivering rigorous, grade level appropriate instruction. The Content Specialist will also lead the development of aligned unit and lesson plans, support instructional inquiry cycles, design and deliver exemplary professional development, and model lessons and pedagogical strategies in classrooms as needed.	$72,475.64	1100	Certificated Teacher Salary	Content Specialist (ELA and Foreign Languages)	1.00	Arts & Technology
2	Shun Younger will manage our internship program, continue to increase technology field business partners for internships and mentorships, provide career exploration curriculum, activities, and event to all students (i.e. Career Day). This position also provides college exploration curriculum to 9th and 10th grade advisories. He will also prepare families to support students to stay in college or vocational careers once they matriculate after graduation.	$68,200.00	2200	Classified Support Salary	Career and Student Support Specialist	1.00	Arts & Technology
3	Isis Espinosa will address major challenges to accelerating student academic growth and achievement by creating and implementing systems to bring in parents and community partners to support student attendance, achievement, career exploration, and college readiness. This position will also enable us to increase our partnerships with community organizations that will support student leadership development, college preparation and motivation, and parent support.	$61,800.00	2200	Classified Support Salary	Family and Community Engagement Coordinator	1.00	Arts & Technology
4	Medical Benefits (~25%)	$52,524.36		STRS/med/etc.			

School: ENVISION ACADEMY

School Description

Envision Academy of Arts and Technology (EA) is a tuition-free public charter high school (grades 9-12) in Oakland, dedicated to transforming students' lives by preparing them for success in college and in life. Envision Academy offers students a rigorous academic experience and a diverse, compassionate community in which to grow. Our 400+ students are inspired and empowered to be leaders in their high school education and in their communities. Envision Academy is one of three Bay Area charter schools operated by Envision Education, a nonprofit founded in 2002.

Envision Academy of Arts and Technology embodies UC Berkeley's College & Career Academy Support Network's definition of Linked Learning:
A small learning community with personalized supports
A curriculum that integrates rigorous college preparatory academics with real-world applications, career technical skills and work based learning opportunities
Partnerships with employers, community members, and post-secondary institutions

School Mission and Vision

Our mission is to inspire and prepare ALL students - especially those who will be the first in their families to attend college - to enter, graduate from, and succeed in 4-year college and in life.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	47.6%	52.4%	84.0%	73.1%	12.5%	9.6%	11.2% (overall)		>1%
Student Population by Race/Ethnicity	**African-American**	**American Indian/Alaskan Native**	**Asian**	**Hispanic/Latino**	**Filipino**	**Pacific/ Islander**	**Caucasian**	**Multiracial**	**Newcomers**
	34.8%	0.8%	0.5%	50.5%	0.3%	0.5%	5.1%	5.6%	1.9%
Target Student Population	**Which student population will you focus on in order to reduce disparities?**					Black male students will be our target population. Black female students and our LatinX population out-perform black male students on standardized based testing results such as the SBAC and Common Interim Assessments.			

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	*18-19 Baseline Data*	*19-20 Data*	*20-21 Goal*	*20-21 Data*	*21-22 Goal*	*21-22 Data*	*22-23 Goal (3-Year Goal)*
Four-Year Cohort Graduation Rate	94.10%	90.1%%	98.00%	Not Available	98.00%		
Four-Year Cohort Dropout Rate	N/A	9.90%	0.0%	Not Available	0.0%		
A-G Completion	100.0%	100.0%	100.0%	Not Available	100.0%		
On Track to Graduate- 9th Grade	100.0%	100.0%	100.0%	Not Available	100.0%		
Percentage of students who participated in at least 1 Work-Based Learning activity	(Juniors Only) 25%	*interrupted by the pandemic!	(Juniors Only) 25%	*interrupted by the pandemic!	(Juniors Only) 25%		
Percentage of students who have passed dual enrollment courses with a C- or better	N/A	80.0%	90.0%	N/A	N/A		
Percentage of students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%	100.0%		
Target Student Population Indicator	*18-19 Baseline Data*	*19-20 Data*	*20-21 Goal*	*20-21 Data*	*21-22 Goal*	*21-22 Data*	*22-23 Goal (3-Year Goal)*
Four-Year Cohort Graduation Rate	94.1%%	88.20%	98.00%	Not Available	98.00%		
Four-Year Cohort Dropout Rate	N/A	11.80%	0.0%	Not Available	0.0%		
A-G Completion	100%	100.0%	100.0%	Not Available	100.0%		
On Track to Graduate - 9th Grade	100%	100.0%	100.0%	Not Available	100.0%		
Percentage of students who participated in at least 1 Work-Based Learning activity	(Juniors Only) 25%	*interrupted by the pandemic!	(Juniors Only) 25%	*interrupted by the pandemic!	(Juniors Only) 25%		
Percentage of students who have passed dual enrollment courses with a C- or better	N/A	80.0%	90.0%	N/A	N/A		
Percentage of students in Linked Learning pathways	100%	100.0%	100.0%	100.0%	100.0%		

ROOT CAUSE ANALYSIS

Indicator	***Strengths***	***Highest Leverage Challenge*** *What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?*	***Root Cause Analysis*** *What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?*
Four-Year Cohort Graduation Rate	In 2018-2019, 94% of our incoming freshmen graduated from Envision Academy. This is a 2% increase from 2017-2018. Overall, our graduation rate for 2017-2018 was 92%, an increase of 10.5% from 2016-2017. The state of California posted a near all-time high graduation rate of 83 percent for the Class of 2018-2019. We are proud that we're well above the state average of 83%. In 2018-2019, 96% of our incoming **African American** students graduated from Envision Academy. The rate for 2017-2018 was 94%. Our African American graduation rate was 2% higher than our overall student graduation rate which is unusual in our city, state and nation. The statewide African American graduation rate was 73.3% in 2018-2019 and 72.1% in 2017-18. In 2018-2019, 94% of our incoming **Latinx** students graduated from Envision Academy. This was a 6% increase from 2017-2018 graduation rate of 88%. Because our school is one pathway, we believe that part of the reason for our success in graduation rate really comes from the strong community that we build, the art, technology, and college experiences that students create and participate in, and the focus on high academic expectations.	Retaining 100% of our Freshmen class through the course of their four year high school journey at Envision will eliminate the disparity between the number of students who actually graduate vs. just looking at the cohorted group.	We believe and have evidence that retaining students for longer periods of time is key to a strong four-year cohort graduation rate. To this end, we work to continue to retain students across all four years. Because we, like many of the schools in Oakland, serve families who are sometimes transient and because there is a large amount of school choice in Oakland, this is ongoing work. We also believe that the culture gains, like significantly decreased suspension rate, will improve our cohort graduation rate.

Four-Year Cohort Dropout Rate	The State has no data that reflects a drop out rate. All students who leave Envision are confirmed and coded as enrolling into another school or program. We have an advisory program embedded in our school day. Students receive tutoring, homework help, college exposure through field trips and reports, portfolio assistance, college application and essay writing help, and the advisor keeps in close contact with parents to give them updates about their child's progress. This is how we are able to retain and set our students up for success.	A four-year dropout rate is not applicable to Envision. There is no data suggesting we have a drop out rate. Our greatest challenge is the students who move to other cities and schools for various reasons including: Parent work relocation, families moving out of Oakland due to the high cost of living in Oakland, students who wish to leave to pursue sports programs that we don't offer (such as football), student comfort level with our small school environment, etc. Because we cannot account for the graduates that enter our school after the start of their freshman year, our data is skewed because we only count those who have been with us all four years. Because they don't finish with us does not mean that they dropped out or did not graduate. We have not tracked the four-year progress of all students who leave our school.	N/A
A-G Completion	100% of our Black and LatinX students graduated with their A-G requirements. EAHS won two awards at the Families in Action A-G Recognition Awards and topped the charts with 100% Latinx A-G achievement and 100% African American A-G achievement. It's great to see our EAHS community recognized for their commitment to our college-going culture and our students. Because our graduation requirements mirror the A-G requirements, students in our school do not pass classes in our system with Ds (which is attributed to our success). Our goal is always 100% A-G completion. In addition, Envision students must pass a 10th grade benchmark portfolio, an 11th grade Work Learned Experience portfolio, and a college success portfolio. These high standards for every student are important. These extensive projects help challenge our students and expose them to the rigors of college.	The level of difficulty and rigor that is required to be in A-G courses proves challenging. We work in collaboration with the SpEd Specialists, school psychologist, and therapist interns on campus to create an environment of success. We also have support through our college advisor and career specialist.	Because we value CSU/UC eligibility for all students, we have prioritized A-G courses with a C or above for all students as part of our graduation requirements. This technical policy has huge ramifications on the A-G completion rate for our student body and communicates to students and families an unwavering high bar.

On Track to Graduate - 9th Grade	All of our incoming freshmen who complete four years at Envision are placed on an A-G trajectory. They receive the UC and CSU certified courses to put them on track to graduate and be eligible for a 4 year CSU or UC acceptance,	Specific learning disabilities and socio-emotional challenges (such as depression) create disparities along the path to graduation. We put in the work to ensure our students are successful, but if we hold our SST and SART meetings with fidelity, we will see an increase in attendance, a decrease in suspensions, and a higher rate of 9th-12th grade retention in our school.	Although we have used Measure N funds to invest in a Family and Community Liaison who works, among other things, on Chronic Absenteeism, we have still continued to struggle with that. From our data collection, we believe there are a few root causes. First, the person we hired at the start of this year did not work out and left mid-year, and the position was left unfilled for most of quarter 3 before Shelter in Place. Second, we have continued to find that attendance is a deep issue from habits that have been built for many years by students. Incentives and consequences get most students to attend school regularly, but there are some students and families who struggle, for example, with loss or depression, that impact their ability and desire to attend school regularly. This continues to be a focus for our team as we know that attendance is an important predictor of future success.
Percentage of students who participated in at least 1 Work-Based Learning activity	Juniors are the targeted group of students who participate in our Work-Based Learning Experience. Juniors comprise 25% of our overall population, and of that population, 100% of our juniors complete resumes, interviews, and a two-week, 80 hour, internship in a career of their choice. Envision Career and Student Support Specialist works with students, along with teachers, to help them find and secure internships that are of interest to them. Juniors must present their experience exhibition style, and oftentimes our students retain partnerships and/or employment with the companies in which they served.	Historically our Work-Based Learning has happened in the month of January. This year we were planning to have our internships occur in the month of May. We have found that January did not give us ample time to secure as many of the internships and business partnerships that students may have selected as their first choice. In moving the internships to the month of May, more students would get their first choice career placements because local businesses would have more time to plan, prepare and train our students. This year, of course, because of Shelter-in-Place, students will not have this transformative experience. We are still working on plans for this for next year.	Although we have been successful with our participation rate, we continue to work to build more partnerships, especially in our pathway, to give students access to careers of their choice. One change we made this year was pushing the start date of internships to May, thereby increasing the likelihood of gaining more partnerships. Unfortunately, this year we were unable to hold Work-Based Learning due to the current COVID-19 pandemic.

Percentage of students who have passed dual enrollment courses with a C- or better	80% of our students who are in dual enrollment courses pass the course with a C- or better. Some students begin the course and withdraw and very few do not pass the course.	Merritt College has partnered with us this year, but our students have had two different professors, and both have missed more days than acceptable. The AP Government teacher is called to monitor and help the students be successful, but she is limited in the time she can spend mentoring all of the dual-enrollment students.	Students have struggled with the shear amount of reading and writing in the course. This is a clear sign to us that we need to continue to increase the rigor of our coursework to mirror that of college. In a common disconnect between K-12 school and college, the professors invest less time into getting to the know the students. This, combined with professor absences, have mean that we need to find stronger systems to implement dual enrollment courses.
Percentage of students in Linked Learning pathways	100% of our students are enrolled in rigorous academics, CTE, work-based learning experiences, and they receive comprehensive student support services.	Envision is designed to be a Linked Learning program where all students are programmed into our Arts and Technology pathway. The highest leverage challenge is the absence of student choice. The trajectory is set for incoming freshmen (for all four years). This set pathway may not interest all students, so we develop different options for clubs including: Student Leadership, Student Government, Journalism, Yearbook and a robust sports program.	We serve a population of black and brown youth. A root cause is the belief that Arts and Technology is a pathway for non-kids of color. We are working to evolve our program as the technology, in particular, and the careers that stem from technology, is really changing.

PATHWAY QUALITY ASSESSMENT

	Evidence of Strengths	Areas For Growth	Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Our pathway vision is for our students to use the lens of arts, media, and digital technology to KNOW, DO, and REFLECT both academically and on their leadership skills to prepare them for a successful future in the 21st century. This arts and technology focus with a project based learning pedagogy is common among all the Envision schools and was part of the design of the school when it was founded in 2006. Technology innovation has pushed Envision Schools to continue to rethink and redefine what kinds of skills are the most important for our students to practice. All of our students complete public exhibitions of the work and learning experience each year. Every course includes project or problem based applications of knowledge as culminating assessments that involve critical thinking, problem solving, and the creation of a final product. All teachers participate in collaborative inquiry, looking at student work in interactive cycles, giving each other feedback and sharing effective practices.	Our Common Interim Assessment data shows a need for growth on the performance tasks in both English and Math: Teachers planning and implementing rigorous performance assessment projects that are aligned to our pathway focus and high leverage content standards so more students will reach proficiency by major deadlines is our focus for growth.	EA will improve language and literacy school-wide by increasing vertical alignment and common literacy strategies across content areas. EA will improve math school-wide through the routinization and implementation of blended learning platforms at each math level. We will continue to engage our departments in cycles of inquiry to identify common instructional strategies and to align content in a coherent way.

CTE (pages 3,4,5 of rubric)	100% of our 11th grade students complete an 80-hour internship in a field of their choice, along with a public exhibition of their Work Experience Learning. 100% of our 9th grade students complete Digital Media Arts course, 100% of our 10th graders complete a Theater Arts course, and 70% of our seniors complete an Advanced Digital Media Arts course.	Developing and sustaining partnerships with local businesses and community based organizations within our pathway to support quality internships. Because our pathway goals and school goals are aligned, this is a strength, and yet we'd like to improve the first-time success rate of many parts of our pathway. For example, all 10th graders prepare and defend a Benchmark Portfolio at the end of their sophomore year. We want to increase the percent of students are prepared to defend their portfolio by May of their sophomore year.	Many teachers have expressed a desire to teach an additional elective class through their advisories such as: college essay writing, SAT prep, and a deeper science exploration. In 10th grade, our students were able (and will continue) to sign up for a coding class twice a week with an outside organization who serves our demographic of low socio-economic status students. In addition to this, we offered a dual enrollment course this year in Ethnic Studies (through Merritt College), and we introduced drafting after school for the first semester of the 2019-2020 school year. In 20-21, we will add two courses: Physics and Engineering (that was previously just Physics) and offer AP Economics.
WBL (page 6 of rubric)	EA hosts an annual Career Day, in which a wide variety of community members come and speak with our students in 2 panels and then an open "fair" time for individual conversations. In addition, we have pathway themed courses that students take: 9th grade is Digital Media Arts, 10th grade is Drama, and 12th grade is Advanced Digital Media Arts or Dual Enrollment Communications courses (Merritt College) classes. Our 9th grade Math Lab class includes coding curriculum through which students create phone apps, and most core classes include projects with some multimedia component aligned to our pathway theme. In the 2018-2019 school year, 100% of our juniors completed their Work Learning Experience and Final Exhibition (compared to 92% in 2017-18). Our students are placed with 80 mentors across the East Bay, including increased number of arts and technology companies, galleries, veterinary tech, and medical assistant organizations. All students complete online personality and career interest surveys, conduct research into at least 1 career field, and meet with at least 1 professional in that field. All students complete multiple projects that require them to grow their skills in our core competencies (research, analysis, inquiry, and creative expression), our Leadership Skills (collaborating productively, communicating powerfully, thinking critically, and completing projects effectively), and technology skills.	Our growth is to increase the number and depth of industry partners, and revamp Work Learning Experience process and program for all 11th grade students. If we clearly articulate the progression of career exploration activities and embed them into coursework, course projects, internships and college exploration, our students will have a more concrete and realistic understanding of their own college and career trajectory.	Provide project based learning teacher training and planning; have the Student Support and Career Exploration Specialist provide PD to all teachers about career paths and options. Engage students and families in career exploration earlier and more often.

Comprehensive Student Supports (page 7 of rubric)	Our advisory structure ensures that every student is known well, and that parents have a central point of contact with the school. Grade level teacher teams (which include a Special Education teacher) meet weekly to monitor student academic, social, and emotional needs and plan interventions. Quarterly RTI cycles support us to monitor interventions. Robust counseling services are integrated with academic support (teacher office hours), Special Education services, and 504 plan assessment and team to ensure all student needs are being met. Individualized online reading program is used 3x/week for 9th graders below grade level and ELs. In addition, our administrative team works closely with students to provide conflict mediation and restorative options to punitive discipline. We have a sports program for a small school of 400 students: we offer track & field, volleyball, boys and girls soccer, boys and girls basketball, and cheerleading. We also have a variety of extracurricular clubs facilitated by teachers, including a newspaper club, yearbook club, student government, student leadership (in coordination with our partner Facing History), a BSU club and a Latinos Unidos club. None of the student supports listed here are supported by Measure N funds.	Our growth area is to increase daily attendance by creating increased motivation around portfolio artifacts, proficiency, and academic growth, and by engaging students' families more deeply in their educational process and our school programming. We will deepen teacher's ability to use blended learning within their classrooms and projects to meet the needs of each of our students.	Address Truancy (our major challenge to accelerating student academic growth and achievement) by having a Family Engagement Coordinator to create and implement systems to bring parents and community partners in to support student attendance, achievement, career exploration, and college readiness. We have found that we need to increase parent engagement in order to decrease truancy and prepare families to support students to stay in college once they matriculate after graduation. This position also increases our partnerships with community organizations that will support student leadership development, college preparation and motivation, and parent support.
Pathway Student Outcomes (page 2 of rubric)	There are two main leadership teams - at Envision Academy, one focused on the instructional focus of the school annually and one with a leader from each grade level (called the Family Team Lead). The Family Lead is the primary holder of the pathway implementation. We work to smoothly align the vision of the pathway to everyday instruction.	Enacting our school mission is an area of strength for Envision Academy (through our grounding in mission and core values). Although there is strong connection between the pathway vision and the school's vision, this is an area of growth to connect these explicitly for students and staff. In particular, we are thinking about the many ways in which "art" and "technology" and what that means for career options is very different than it was in 2006 when the school opened. We are in the process of examining the skills that are prioritized for students in our pathway to align with 2020 realities.	All teams hold our school mission of college, career, and life preparation for all students at the core of our work. I came in as the new principal this year and reorganized some of the roles and responsibilities on our leadership teams. I also learned this year that there are more changes I would like to make next year! I had also planned to focus on developing a strong parent association with more regular student and parent input into school decisions. Although we made some progress on that this year, there is more work to be done and we will continue this work in 20-21.

2020-2021: YEAR ONE ANALYSIS	
Pathway Strategic Goals	
Pathway Quality Strategic 3 Year Goal	**What evidence will you look for to know you are successful?**
Improve academic and cultural outcomes for the school. We will focus on a proactive approach to support school culture discipline, including improving everyday interactions through work with trauma-informed practices and using more restorative practices throughout the school-wide code of conduct. There will also be a pathway focus on math, particularly around changing and improving the the relevance and rigor of projects within our pathway courses.	Our suspension rate has been roughly 14% in past years and we brought that down to less than 3% this year. Our theory of change has worked - if we improve our discipline approach to become more proactive, we will reduce our suspension rate significantly. More restorative practices lead to greater student attendance for our most marginalized students. This year, we will work on decreasing chronic absenteeism and higher achievement as a way to strengthen outcomes. We will continue with our network-wide math focus and a focus on pathway courses.

All students grow at least 1.5 years in reading. All courses include rigorous pathway aligned projects, and at least 85% of students score "proficient" on their artifact by the first deadline. 50% of students will meet or exceed the standard on the Literacy SBAC. 50% of students will meet or exceed the standard on the Math SBAC. 90% of students in dual or concurrent enrollment courses will pass those courses.	Our SBAC test results meeting or exceeding stands. Reading Plus scores will show growth from the starting point in the Fall to the ending point in the Spring. The percentage of students who are currently successful their first time presenting their Benchmark Portfolio and their College Success Portfolio will increase by 10% through team collaboration, calibration, and more student practice built into the advisory program.
Because our school is one pathway, our focus is on improving that pathway to achieve greater results. In particular, we are focused on two pillars of the Linked Learning model: Rigorous Academics and Personalized Support. The goals above focus on rigorous academics. With some personnel shifts in our Career and Student Support Specialist and Family and Community Liaison positions, our goal is to improve our personalized support of students in their college and career process.	Success will look like: - Stable or increased A-G completion rates and graduation rates by subgroup - Increased 4-year college acceptance rates (we are at 74% for 19-20) - Increased % of students who say they completed a quality internship in a career of their choice
Strategic Actions	
Strategic Actions *What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?*	**What evidence will you look for to know you are successful?**
Planning for end of the year PD sessions to engage whole staff in evaluating our efforts this year towards increasing project rigor, embedding multiple opportunities for students to practice skills before the final assessment and proficiency outcomes.	The school administration and support staff work closely with grade level teams to support all students to succeed by coordinating services, interventions, and enrichment opportunities. Our work is deeply grounded in our belief and expectation that 100% of our students will graduate ready for college, career, and adult life.
Reflection & feedback on Work Learning Experience process and outcomes this year. Capture ideas and suggestions from the staff and business partners for improvements for next year.	We will gather feedback from internship mentors and students' teachers to assess the depth of their learning through the internship site visits (observations and interviews), as well as through students' written assignments and final exhibition.servations and interviews), In addition, our overarching goal is college acceptance, and we have a 98% acceptance rate to 2 and 4 year
We will discuss current status of student progress towards proficiency and portfolios, brainstorm interventions and systems improvements, increase internships and mentorships in the technology field, and college trips for all grade levels.	We will have relevant staff meet weekly to coordinate services, analyze data, plan innovations, and share knowledge. If we increase parent engagement around academics and college, and engage all students in high quality college visits, and teachers are supported to improve their teaching practice to embed differentiated instruction into all courses, more students will be college and career ready by the end of their senior year.

Budget Expenditures

2020-2021 Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME (if applicable)**
Alison Kreider will provide instructional coaching to support teachers to use blended learning to differentiate and personalize student learning opportunities within their classes, and to improve project based and problem based learning in each class, aligned to our arts and technology pathway.	$93,819.00	1100	Certificated Teacher Salary	Instructional Coach	1.00	Arts & Technology
Shun Younger will manage our internship program, continue to increase technology field business partners for internships and mentorships, provide career exploration curriculum, activities, and events to all students (i.e. Career Day). This position also provides college exploration curriculum to 9th and 10th grade advisories. He will also prepare families to support students to stay in college or vocational careers once they matriculate after graduation.	$63,277.00	2200	Classified Support Salary	Career and Student Support Specialist	1.00	Arts & Technology

Isis Espinosa will address truancy(our major challenge to accelerating student academic growth and achievement) by creating and implementing systems to bring in parents and community partners to support student attendance, achievement, career exploration, and college readiness. This position will also enable us to increase our partnerships with community organizations that will support student leadership development, college preparation and motivation, and parent support.	$61,200.00	2200	Classified Support Salary	Family and Community Engagement Coordinator	1.00	Arts & Technology
Benefits for above Mentioned Staff (~25%)	$53,704.00					

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**What actions did you take that improved outcomes? How do you know you were successful?**	**What will you do different next year to continue to improve?**
Improve academic and cultural outcomes for the school. We will focus on a proactive approach to support school culture discipline, including improving everyday interactions through work with trauma-informed practices and using more restorative practices throughout the school-wide code of conduct. There will also be a pathway focus on math, particularly around changing and improving the the relevance and rigor of projects within our pathway courses.	This year we focused on Trauma informed Schooling and Restorative Practices at our school. Our staff was exposed to training over the course of the year by two different experts in the field, who then gave us the resources and guidance to continue the practices in our school with our students. In looking at our goal last year, we were 100 percent successful in that we had zero incidicidences of suspension, and we were able to extend those practices to our parents. Our Career and Student Support Specialist has been holding monthly parent support groups to help our parents be better equipped to work with the trauma related to having students isolated at home, logging into school via a computer, and helping them cope with the struggles of having our students connect and attend school regularly. Our math focus has become a STEM focus where we are moving in the direction of strengthening our math rigor to also include science. There is a design team in the works to create a pathway that offer students better access to compete for hi-technology related fields.	Things will look very different next year when we are not 100 percent in Distance Learning. Everything we have done this year has been done remotely. Since we will be moving into Stage 3 or our re-opening, we will be able to work face-to-face with our students. This component brings an added layer of support because we will couple our practices of de-escalation techniques and recognizing triggers to keep our students in school and on track. We will also couple what we are currently doing through our partnership with PSC (free psychological services by way of therapy) that we offer our students. As far as how we will implement our math focus differently has a lot, in part, to do with our organization restructuring how STEM will be implemented across school sites. There will be a clear curriculum scope and sequence that will align Math with Science, and the implementation will roll out in the upcoming Fall Semester.
All students grow at least 1.5 years in reading. All courses include rigorous pathway aligned projects, and at least 85% of students score "proficient" on their artifact by the first deadline. 50% of students will meet or exceed the standard on the Literacy SBAC. 50% of students will meet or exceed the standard on the Math SBAC. 90% of students in dual or concurrent enrollment courses will pass those courses.	Due to the pandemic, we were unable to perform the SBAC test in 2020, so I have no comparative data analysis since 2019. Our juniors are scheduled to be testing for SBAC in 2021 (most likely in the Spring). Also due to the pandemic, we had a modified version of our Benchmark Portfolio and our College Success Portfolio where students score proficient on varying artifacts to defend in those portfolios. In lieu of artifacts, students were assessed on a Presentation of Learning where 87% of our students passed. This year we did not have dual enrollment, however before the pandemic hit in 2020, our seniors were. able to sign up to take Ethnic Studies on our campus. This course was a dual enrollment course from Merritt College, and 80% of the students passed.	Through the pandemic we have been exposing our students to a high quality education despite teaching remotely. As we shift to re-open our school using a hybrid model in the coming month, we will be able to test our students this year to gauge their growth, fill in gaps, adjust where needed, and work collaboratively with our instructional coach to help mentor teachers in areas of greatest needs. We will have our coach push in to classrooms, work individually with teachers and students to ensure that a robust program can be crafted to address deficiencies in our work or our program.
Because our school is one pathway, our focus is on improving that pathway to achieve greater results. In particular, we are focused on two pillars of the Linked Learning model: Rigorous Academics and Personalized Support. The goals above focus on rigorous academics. With some personnel shifts in our Career and Student Support Specialist and Family and Community Liaison positions, our goal is to improve our personalized support of students in their college and career process.	Both our Family and Engagement Coordinator and our Career and Student Support Specialist have worked to increase our A-G completion rate thereby leading to an increased 4 year college acceptance rate, and worked to provide valuable internships and opportunities for our students. Despite being remote, both have engaged with our families and students to keep them connected to our school community through incentives, internships, partnerships, parent engagement workshops, truancy work, home visits, translation services, activity nights, community meetings, guest speakers, weekend work, etc. to help us reach an all time high of 80 percent of our seniors being accepted into a four year college/university.	Both of these positions were re-imagined this past year, and we will continue the work that we started in distance learning by carrying out a plan for in-person hybrid learning in the fall. Conducting meetings and connecting with outside organizations and agencies was challenging in distance learning, but it proved successful. Bringing these talents to in-person learning will strengthen our school by allowing us to bring back our in-person Career Day and our WLE (Work Learning Experience) so our kids can thrive and be exposed and immersed in a college and career path of their choice.

For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:

Strategic Actions *- What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?*	**What evidence will you look for to know you are successful?** - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
We will continue our focus on trauma informed schooling and restorative practices so we can better support our students through their social and emotional well-being so they can persevere through their high school career.	Teachers will receive ongoing training SEL training through PD to be able to respond and support students. We will pair what teachers learn about student triggers and trauma, with the support from our PSC counselors and our full-time psychologist, to readily respond to their needs. We will be successful when we find that more of our students attend classes consistently, thereby increasing attendance and achieving highly in classes.
We are in the process of developing a stronger STEM curriculum with a more aligned math and science focus across our organization. Our organization has a director of STEM and they will be working with content specialists who will be working with our teachers to strengthen our math and science rigor (which lends itself to our Arts and Technology pathway).	We will know we achieved our goal when our students show gains on our math and science CIAs (Common Interim Assessments), our juniors show gains on the SBAC exam, and when our seniors show proficiency on the science portion of CAASPP exam.
We will discuss current status of student progress towards proficiency and portfolios, brainstorm interventions and systems improvements, increase internships and mentorships in the technology field, and college trips for all grade levels.	Due to the pandemic, we were unable to fully implement this goal because we were limited by distance learning and social distancing. Since we are moving to a hybrid model in the fall of 2021, it is our goal to fully implement this goal for the upcoming school year. We will have relevant staff meet weekly to coordinate services, analyze data, plan innovations, and share knowledge. We will increase parent engagement around academics and college, and engage all students in high quality college visits, and teachers will be supported to improve their teaching practice to embed differentiated instruction into all courses, more students will be college and career ready by the end of their senior year.

Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Distance Learning did not impact your budget expenditure because it was strictly salary based. The three roles were able to remotely perform their job duties as assigned.

I did not have resources through Measure N, but I did have personnel. The most effective use was having them work directly with teachers, parents, students, and our community.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

Budget Justification: ***Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.*** - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME (if applicable)**
Alison Kreider will provide content expertise and instructional coaching to support teachers in implementing the essential curriculum, analyzing formative assessment data, and conducting staff development for enhancing teaching strategies with the goal of ensuring that every teacher is delivering rigorous, grade level appropriate instruction. The Content Specialist will also lead the development of aligned unit and lesson plans, support instructional inquiry cycles, design and deliver exemplary professional development, and model lessons and pedagogical strategies in classrooms as needed.	$72,475.64	1100	Certificated Teacher Salary	Content Specialist (ELA and Foreign Languages)	1.00	Arts & Technology

Shun Younger will manage our internship program, continue to increase technology field business partners for internships and mentorships, provide career exploration curriculum, activities, and event to all students (i.e. Career Day). This position also provides college exploration curriculum to 9th and 10th grade advisories. He will also prepare families to support students to stay in college or vocational careers once they matriculate after graduation.	$68,200.00	2200	Classified Support Salary	Career and Student Support Specialist	1.00	Arts & Technology
Isis Espinosa will address major challenges to accelerating student academic growth and achievement by creating and implementing systems to bring in parents and community partners to support student attendance, achievement, career exploration, and college readiness. This position will also enable us to increase our partnerships with community organizations that will support student leadership development, college preparation and motivation, and parent support.	$61,800.00	2200	Classified Support Salary	Family and Community Engagement Coordinator	1.00	Arts & Technology
Medical Benefits (~25%)	$52,524.36		STRS/med/etc.			